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The Quality of Arabic Textbooks in Indonesia in Achieving SDG 4: An Analysis of Content Quality, Pedagogical Values, and Cultural Relevance

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Abstract

This study aims to analyze the quality of Arabic textbooks in Indonesia from the perspective of achieving Sustainable Development Goal (SDG) 4, particularly in terms of content quality, pedagogical effectiveness, and cultural relevance. The study employed a descriptive qualitative approach using the Systematic Literature Review (SLR) method. The data sources were derived from various scientific articles, national journals, and previous studies related to the evaluation of Arabic textbooks in Indonesia. Data were collected through documentation techniques and analyzed using content analysis based on indicators of content quality, pedagogical values, and cultural integration associated with SDG 4 targets. The findings reveal that most Arabic textbooks have been aligned with the national curriculum and support the development of basic literacy skills. However, there are still imbalances in the development of the four language skills (*maharah*), limited communicative activities, and a predominance of mechanical exercises. From a pedagogical perspective, several textbooks have adopted active and contextual learning approaches, yet they have not fully supported student-centered learning. Meanwhile, the cultural dimension demonstrates the integration of Arab-Islamic culture, local Indonesian culture, and values of religious moderation, although the development of intercultural competence remains limited. This study concludes that Arabic textbooks in Indonesia have partially contributed to the achievement of SDG 4; however, they still require more communicative, inclusive, integrative, and culturally relevant development to effectively support quality education and 21st-century learning.

Keywords: *Arabic Textbooks, Content Analysis, Cultural Relevance, Pedagogical Values, SDG 4*

Abstrak

Penelitian ini bertujuan untuk menganalisis kualitas buku ajar bahasa Arab di Indonesia dalam perspektif pencapaian Sustainable Development Goal (SDG) 4, khususnya pada aspek kualitas konten, efektivitas pedagogis, dan relevansi budaya. Penelitian menggunakan metode *Systematic Literature Review* (SLR) dengan pendekatan kualitatif

deskriptif. Sumber data diperoleh dari berbagai artikel ilmiah, jurnal nasional, dan penelitian terdahulu yang relevan dengan evaluasi buku ajar bahasa Arab di Indonesia. Data dikumpulkan melalui teknik dokumentasi dan dianalisis menggunakan analisis isi (*content analysis*) berdasarkan indikator kualitas konten, nilai pedagogis, dan integrasi budaya yang dikaitkan dengan target SDG 4. Hasil penelitian menunjukkan bahwa sebagian besar buku ajar bahasa Arab telah sesuai dengan kurikulum nasional dan mendukung penguatan literasi dasar, namun masih ditemukan ketidakseimbangan pengembangan empat maharah, keterbatasan aktivitas komunikatif, serta dominasi latihan mekanistik. Dari aspek pedagogis, beberapa buku ajar telah menerapkan pembelajaran aktif dan kontekstual, tetapi belum sepenuhnya mendukung pembelajaran yang berpusat pada peserta didik. Sementara itu, aspek budaya menunjukkan adanya integrasi budaya Arab-Islam, budaya lokal, dan nilai moderasi beragama, meskipun pengembangan kompetensi interkultural masih terbatas. Penelitian ini menyimpulkan bahwa buku ajar bahasa Arab di Indonesia telah berkontribusi terhadap pencapaian SDG 4 secara parsial, namun masih memerlukan pengembangan yang lebih komunikatif, inklusif, integrative, dan relevan dengan budaya Indonesia agar mampu mendukung pendidikan berkualitas dan pembelajaran abad ke-21 secara optimal.

Kata kunci: *Buku Ajar, Analisis Konten, Relevansi Budaya, Nilai Pedagogis, SDG 4*

Introduction

Textbooks play an essential role in the language learning process, including Arabic language education in Indonesia. As the primary source of instruction, textbooks function not only as tools for delivering linguistic materials but also as instruments that shape students' communicative competence, language skills, and cultural understanding¹. In this context, textbooks contribute directly to the integrated development of the four language skills (*mahārah*), namely listening (*istimā'*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitābah*). Along with the increasing demand for effective and contextual Arabic language learning, studies on the evaluation of Arabic textbooks in Indonesia have become an increasingly important area of research².

Previous studies on Arabic textbooks indicate a shift from traditional grammar-based approaches toward communicative and thematic approaches³. This shift highlights the importance of textbooks as learning media that not only present linguistic structures but also encourage language use in authentic contexts and foster cultural

¹ Mahdi Dahmardeh and Abolfazl Mahdikhani, *Cultural Representation in English Language Textbooks: A Comparative Study of Local and International Editions*, January 1, 2025, <https://doi.org/10.5281/ZENODO.14524871>.

² Triadi Wicaksono, Nisa Fitriani, and Asep Maulana, "Analisis Buku Bahasa Arab Kemenag RI 2020 Untuk Kelas XI MA Dalam Perspektif Abdurrahman Ibrahim Al Fauzan," *Jurnal Alfazuna: Jurnal Pembelajaran Bahasa Arab Dan Kebahasaaraban* 7, no. 1 (December 2022): 101–19, <https://doi.org/10.15642/alfazuna.v7i1.2366>.

³ Maburrosi Maburrosi, Lutfi Aziz, and Ruji Ruji, "Pendekatan Komunikatif David Nunan (Studi Kasus Dalam Pembelajaran Bahasa Arab Di Markas Bahasa Arab Pondok Pesantren Banyuanyar Pamekasan)," *Edu Journal Innovation in Learning and Education* 1, no. 2 (December 2023): 152–61, <https://doi.org/10.55352/edu.v1i2.772>; Abdillah Mahbubi, "Conventional and Contemporary Arabic Language Teaching Methods: A Comparative Analysis," *Alsina: Journal of Arabic Studies* 6, no. 2 (August 2024): 205–28, <https://doi.org/10.21580/alsina.6.2.23307>.

understanding⁴. Textbooks published by the Ministry of Religious Affairs have been widely implemented in madrasahs, Islamic schools, and other formal educational institutions⁵.

The availability of high-quality textbooks is therefore a crucial factor in determining the effectiveness of the learning process and students' success in achieving the expected competencies⁶. However, various studies reveal that the degree of alignment between these textbooks and the national curriculum standards as well as learners' needs remains varied in terms of content quality, pedagogical approaches, and cultural relevance⁷.

On the other hand, several previous studies have identified various issues regarding the quality of Arabic textbooks in Indonesia. Some studies highlight imbalances in the presentation of language skills, limited variations in learning activities, and the insufficient implementation of pedagogical strategies that promote active student engagement⁸. In addition, from the content perspective, it has been found that the materials presented are not yet fully contextualized and do not entirely support the demands of 21st-century learning⁹. From a cultural perspective, there are still limitations

⁴ Muhammad Januardi Nusyirwan, Kristina Imron, and Irmansyah, "Pengembangan Buku Ajar Muhadatsah Berbasis Pendekatan Komunikatif Bagi Peserta Didik Program Keahlian Perhotelan Di SMK Syailendra Palembang," *Muhadasab: Jurnal Pendidikan Bahasa Arab* 7, no. 1 (June 2025): 142–57, <https://doi.org/10.51339/muhad.v7i1.3845>.

⁵ Asbarin Asbarin et al., "An Analysis on The Principles of Arabic Textbooks for Madrasah Aliyah in Indonesia: Based on The Ministry of Education and Rusydi Ahmad Thu'aimah," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 10, no. 2 (2022): 171–84, <https://doi.org/10.23971/altarib.v10i2.4449>.

⁶ Richard J. Stockton, "Lessons from Ibn Khaldun's Muqaddimah for Today's Foreign Language Teacher," *Arab World English Journal* 11, no. 3 (September 2020): 117–26, <https://doi.org/10.24093/awej/vol11no3.7>.

⁷ Muhimmatul Choirah and Kamal Yusuf, "Eksistensi Budaya Indonesia Dalam Buku Ajar Materi Bahasa Arab Siswa SMP Islam Terpadu: Perspektif Pendidikan Multikultural," *Alfaz (Arabic Literatures for Academic Zealots)* 9, no. 1 (June 2021): 43, <https://doi.org/10.32678/alfaz.Vol9.Iss1.3789>; Hasan Syaiful Rizal and Ulfatul Chasanah, "Analisis Konten Buku Ajar Bahasa Arab MTs Kelas VII Kurikulum KMA No. 183 2019," *Jurnal Mu'allim* 5, no. 1 (January 2023): 132–46, <https://doi.org/10.35891/muallim.v5i1.3532>; Muhammad Al Farobi et al., "ANALISIS BUKU BAHASA ARAB KELAS 10 DIREKTORAT KURIKULUM SARANA KELEMBAGAAN DAN KESISWAAN (KSKK) TINJAUAN KONTEN BERDASARKAN TEORI MACKEY," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 5, no. 2 (October 2022): 303, <https://doi.org/10.35931/am.v5i2.1388>; Muhammad Nashrullah and Mirwan Akhmad Taufiq, "Analisis Buku Bahasa Arab Pegangan Guru Dan Siswa Kelas XI Kurikulum 2013," *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 3, no. 1 (January 2021): 16–25, <https://doi.org/10.21154/tsaqofiya.v3i1.65>.

⁸ Nurul Aini and Fahimatul Amrillah, "Implementasi Pendekatan Pedagogi Genre Pada Buku Ajar Bahasa Arab Kelas 9 Madrasah Tsanawiyah Terbitan Kemenag 2020," *Shaut al Arabiyyah* 11, no. 1 (July 2023): 44–54, <https://doi.org/10.24252/saa.v11i1.35226>; Husnatul Hamidiyyah Siregar et al., "Exploring of Arabic Text Book for MA KMA 183 in 2019 Based on Mackey's Theory and ACTFL Standards," *Al Mahara: Jurnal Pendidikan Bahasa Arab* 8, no. 1 (June 2022): 123–52, <https://doi.org/10.14421/almahara.2022.081-06>.

⁹ Ulul Albab, "Strategi Peningkatan Keterampilan Membaca Bahasa Arab Di Madrasah Aliyah Melalui Pendekatan Tematik," *Jurnal El-Hamra : Kependidikan Dan Kemasyarakatan* 9, no. 3 (October 2024): 305–12, <https://doi.org/10.62630/elhamra.v9i3.328>; Ilham Kurniawan and Muhaiban Muhaiban, "Analysis of the Twelfth-Grade Arabic Textbook Based on Rusydi Ahmad Thuaimah's Perspective," *Kitaba* 3, no. 3 (November 2025): 152–57, <https://doi.org/10.18860/kitaba.v3i3.37122>.

in integrating local cultural values and Arab culture in a balanced manner, potentially reducing the meaningfulness of learning and the development of students' intercultural competence¹⁰.

Although studies on Arabic textbooks have been conducted extensively, most of them remain partial and focus only on specific dimensions, such as content analysis or pedagogical approaches separately. Furthermore, debates still exist regarding the balance between traditional grammar-based approaches and communicative competency-based approaches. This condition indicates the absence of an integrated evaluation framework capable of accommodating various dimensions of textbook quality comprehensively, including content, pedagogical effectiveness, cultural relevance, and international standards¹¹.

Furthermore, in the global context, improving the quality of Arabic textbooks should also be linked to the Sustainable Development Goals (SDGs), particularly Goal 4 concerning quality education. SDG 4 emphasizes the importance of ensuring inclusive, equitable, and quality education while promoting literacy and intercultural understanding¹². In the context of this study, three SDG 4 targets are particularly relevant. First, SDG 4.1 emphasizes the provision of effective and quality primary and secondary education. Second, SDG 4.6 highlights the importance of strengthening literacy as the foundation of learning. Third, SDG 4.7 stresses the development of knowledge, skills, and values that support intercultural understanding and appreciation of diversity¹³.

In this regard, textbooks, as one of the main components of learning, play a strategic role in supporting the achievement of these targets, particularly in terms of material quality, learning effectiveness, and contextual cultural relevance. Pedagogical effectiveness reflects the ability of textbooks to create active, inclusive, and meaningful learning experiences. Meanwhile, cultural relevance demonstrates the contribution of textbooks to the development of students' intercultural competence¹⁴. Therefore, evaluating Arabic textbooks from the perspective of SDG 4 is important in assessing the extent to which the teaching materials used in Indonesia support the agenda of quality education.

Based on these issues, a study that integrates various dimensions of textbook evaluation into a comprehensive analytical framework is necessary. This study adopts a conceptual framework encompassing three main aspects: content evaluation,

¹⁰ Choiroh and Yusuf, "Eksistensi Budaya Indonesia Dalam Buku Ajar Materi Bahasa Arab Siswa SMP Islam Terpadu," June 2021.

¹¹ Nur Fadilah Amin et al., "Higher, Medium and Lower Order Thinking Skills in the Book al-'Arabiyah Baina Yadaik," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 November (November 2023): 795, <https://doi.org/10.29240/jba.v7i2.8414>.

¹² UNESCO, "Goals 4 Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All," 2017, https://sdgs.un.org/goals/goal4#targets_and_indicators.

¹³ Bappenas, *Metadata Indikator SDGs – SDGs Indonesia*, 2020, <https://sdgs.bappenas.go.id/metadata-indikator-sdgs/>.

¹⁴ Elyatul Mu'awanah and Razik Insani, "Analysis of Multiple Intelligences in Arabiyah Baina Yadaik Book," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 8, no. 1 (April 2025): 1, <https://doi.org/10.35931/am.v8i1.4205>.

pedagogical effectiveness, and cultural relevance as interconnected constructs in assessing textbook quality. Content evaluation includes material selection, accuracy, and alignment with curriculum standards, while pedagogical effectiveness relates to material presentation, learning strategies, and the integration of language skills. Meanwhile, cultural relevance emphasizes the importance of integrating authentic cultural values to develop students' intercultural competence in achieving SDG 4.

Accordingly, this study aims to analyze the quality of Arabic textbooks in Indonesia based on previous studies by focusing on content quality, pedagogical effectiveness, and cultural relevance from the perspective of SDG 4. In addition, this study seeks to examine the extent to which the quality of these textbooks contributes to supporting the achievement of SDG 4.

Based on the explanations above, the research questions of this study are as follows: (1) How is the content quality of Arabic textbooks in Indonesia viewed from the perspective of achieving SDG 4?; (2) How are the pedagogical values of Arabic textbooks viewed from the perspective of achieving SDG 4?; and (3) How is the cultural relevance of Arabic textbooks in Indonesia viewed from the perspective of achieving SDG 4?

Method

This study employed a qualitative approach through a Systematic Literature Review (SLR). This method was selected because it enables researchers to identify, select, evaluate, and synthesize research findings systematically, transparently, and replicably¹⁵. The review protocol followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses PRISMA (2020) guidelines to ensure that the review process was systematic, transparent, and replicable¹⁶. The SLR approach enables researchers to identify, evaluate, and synthesize findings from previous studies while revealing research trends, methodological gaps, and implications for the development of Arabic language textbooks^{17,18}. Through this approach, the study not only summarizes previous findings but also interprets recurring patterns, research gaps, and their implications for the development of Arabic textbooks from the perspective of the Sustainable Development Goals (SDGs), particularly SDG 4 concerning quality education.

¹⁵ Barbara Kitchenham and Pearl Brereton, "A Systematic Review of Systematic Review Process Research in Software Engineering," *Information and Software Technology* 55, no. 12 (December 2013): 2049–75, <https://doi.org/10.1016/j.infsof.2013.07.010>; Hannah Snyder, "Literature Review as a Research Methodology: An Overview and Guidelines," *Journal of Business Research* 104 (November 2019): 333–39, <https://doi.org/10.1016/j.jbusres.2019.07.039>.

¹⁶ Matthew J. Page et al., "The PRISMA 2020 Statement: An Updated Guideline for Reporting Systematic Reviews," *BMJ*, March 29, 2021, n71, <https://doi.org/10.1136/bmj.n71>.

¹⁷ Hannah Snyder, "Literature Review as a Research Methodology: An Overview and Guidelines," *Journal of Business Research* 104 (November 2019): 333–39, <https://doi.org/10.1016/j.jbusres.2019.07.039>.

¹⁸ Barbara Kitchenham and Pearl Brereton, "A Systematic Review of Systematic Review Process Research in Software Engineering," *Information and Software Technology* 55, no. 12 (December 2013): 2049–75, <https://doi.org/10.1016/j.infsof.2013.07.010>.

The data sources of this study consisted of scientific articles discussing the evaluation of Arabic textbooks in Indonesia. The literature search was conducted through several academic databases, including Google Scholar, Garuda, Crossref, Scopus, and the Directory of Open Access Journals (DOAJ). The keywords used included *Arabic textbooks*, *Arabic textbook evaluation*, *pedagogical effectiveness*, *cultural relevance*, and *SDG 4*. The selected studies were limited to publications issued between 2021 and 2026 in order to reflect recent developments in Arabic textbook research. Although Scopus and DOAJ were included in the search strategy to ensure comprehensive coverage, no indexed studies met the predetermined eligibility criteria. Consequently, the final review consisted of nationally accredited journal articles.

The selection of studies followed the four stages of the PRISMA 2020 framework: identification, screening, eligibility, and inclusion¹⁹. During the identification stage, all records retrieved from the databases were compiled, and duplicate publications were removed. In the screening stage, titles and abstracts were examined to determine their relevance to the research topic. Articles that did not focus on Arabic language textbooks or did not address textbook evaluation were excluded. Subsequently, the full texts of the remaining articles were assessed during the eligibility stage based on predefined inclusion and exclusion criteria. The final stage resulted in 15 eligible studies that were included in the qualitative synthesis. The overall study selection process is illustrated in the PRISMA flow diagram presented in Figure 1.

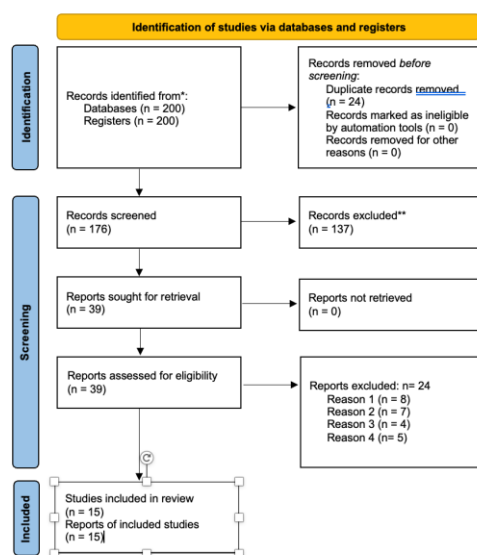


Figure 1. PRISMA Flow Diagram

The inclusion criteria comprised: (1) peer-reviewed journal articles discussing the evaluation of Arabic language textbooks in Indonesia; (2) studies published between

¹⁹ Timothy Meline, "Selecting Studies for Systemic Review: Inclusion and Exclusion Criteria," *Contemporary Issues in Communication Science and Disorders* 33, no. Spring (March 2006): 21–27, https://doi.org/10.1044/cicsd_33_S_21.

2021 and 2026; (3) studies examining at least one of the following dimensions: content quality, pedagogical effectiveness, or cultural relevance; and (4) articles available in full text in either Indonesian or English. Meanwhile, the exclusion criteria included conference proceedings, undergraduate theses, dissertations, book chapters, opinion papers, duplicate publications, and studies that did not specifically evaluate Arabic language textbooks²⁰.

Data collection was carried out through documentation techniques on sources that met the selection criteria. The literature search and selection process followed the stages of a systematic review, including identification, screening, eligibility assessment, and study inclusion. During the identification stage, all retrieved documents were organized into an identification table. Subsequently, the studies were screened based on title, object of study, research focus, and main findings. Relevant documents were then reviewed thoroughly to ensure their suitability with the research focus.

The extracted data were analyzed using thematic analysis following the six-phase framework²¹. First, all selected studies were read repeatedly to gain familiarity with their objectives, methods, and findings. Second, initial codes were assigned to meaningful segments related to textbook evaluation, including curriculum alignment, language skills development, communicative activities, pedagogical strategies, cultural representation, and character education. Third, similar codes were grouped into broader categories. Fourth, these categories were refined into three overarching themes: content quality, pedagogical value, and cultural relevance, which served as the analytical framework of this study. Fifth, the themes were reviewed across all included studies to ensure consistency and avoid conceptual overlap. Finally, the themes were defined and interpreted according to the indicators of SDG 4 indicators, particularly targets 4.1 (quality education), 4.6 (literacy), and 4.7 (intercultural understanding).

Result and Discussion

The literature search identified 200 records from five academic databases. Following the PRISMA 2020 screening procedure, 15 studies met the eligibility criteria and were included in the final synthesis in Figure 1.

Table 1. Characteristics of Included Studies

Characteristics	Frequency
Total studies	15
MI textbooks	5
MTs textbooks	2

²⁰ Geoff K. Frampton, Barbara Livoreil, and Gillian Petrokofsky, "Eligibility Screening in Evidence Synthesis of Environmental Management Topics," *Environmental Evidence* 6, no. 1 (December 2017): 27, <https://doi.org/10.1186/s13750-017-0102-2>.

²¹ Mariette Bengtsson, "How to Plan and Perform a Qualitative Study Using Content Analysis," *NursingPlus Open* 2 (2016): 8–14, <https://doi.org/10.1016/j.npls.2016.01.001>; Virginia Braun and Victoria Clarke, "Using Thematic Analysis in Psychology," *Qualitative Research in Psychology* 3, no. 2 (January 2006): 77–101, <https://doi.org/10.1191/1478088706qp063oa>.

Characteristics	Frequency
MA textbooks	4
General Arabic textbooks	4
Content quality	5
Pedagogical value	5
Cultural relevance	5

Table 1 summarizes the characteristics of the included studies. Most studies focused on Ministry of Religious Affairs textbooks for Madrasah education, while a smaller number examined textbooks from private publishers or internationally used Arabic teaching materials. The reviewed literature can be classified into three major analytical dimensions: content quality, pedagogical value, and cultural relevance.

These studies were published between 2021 and 2026, demonstrating sustained scholarly interest in evaluating Arabic textbooks used in Indonesian educational institutions. The selected studies primarily examined textbooks developed by the Ministry of Religious Affairs for Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA), while several studies also investigated textbooks published by private publishers and instructional materials used in Islamic boarding schools and integrated Islamic schools. Figure 2 illustrates the publication trend of the included studies.

Based on the literature analysis conducted through various academic databases, a number of publications discussing the evaluation of Arabic textbook quality in Indonesia were identified. After completing the stages of identification, screening, eligibility assessment, and final selection, 15 studies met the inclusion criteria and were analyzed in this research. These studies were published between 2021 and 2026, indicating that research on the quality of Arabic textbooks continues to develop and has become an important concern in Arabic language education research in Indonesia. In general, the reviewed data sources consisted of accredited national journal articles. The objects of study included Arabic textbooks for Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA), as well as textbooks published by the Ministry of Religious Affairs of the Republic of Indonesia. In addition, several studies examined textbooks developed by private publishers and teaching materials used in Islamic boarding schools and integrated Islamic schools.

Based on their research focus, previous studies can be classified into three major categories. First, studies focusing on content quality, including curriculum alignment, linguistic accuracy, and the proportion of the four language skills (*mahārah*). Second, studies emphasizing pedagogical effectiveness, including clarity of learning objectives, variation of learning activities, and the appropriateness of instructional presentation methods. Third, studies examining cultural relevance, particularly the representation of Arab culture, the integration of local culture, and the potential for developing students' intercultural competence. The analytical framework used to evaluate textbooks and their alignment with SDG indicators is presented in Table 2.

Table 2. Indicators for Analyzing Arabic Textbook Quality Based on SDG 4

Analytical Dimension	Indikator Evaluasi	SDG 4 Relevance
Content Quality	Curriculum alignment	SDG 4.1
	Linguistic material accuracy	SDG 4.1
	Balance of the four language skills (<i>mahārah</i>)	SDG 4.1, 4.6
	Literacy enhancement	SDG 4.6
	Contextualization of materials	SDG 4.1
Pedagogical Values	Clarity of learning objectives	SDG 4.1
	Variety of learning activities	SDG 4.1
	Active learning	SDG 4.1
	Development of critical thinking	SDG 4.1
	Inclusivity of learning	SDG 4.5
Cultural Relevance	Representation of Arab culture	SDG 4.7
	Integration of local culture	SDG 4.7
	Intercultural competence	SDG 4.7
	Sensitivity to diversity	SDG 4.7

The Quality of Arabic Textbook Content in Indonesia from the Perspective of Achieving SDG 4

The thematic analysis generated three overarching themes: (1) content quality, (2) pedagogical value, and (3) cultural relevance. These themes emerged from the coding and categorization of findings across the 15 included studies and form the basis of the following discussion. A summary of previous studies concerning the content quality of Arabic textbooks is presented in Table 3 below.

Table 3. Studies on the Content Quality of Arabic Textbooks

Authors, Year	Object of Study	Research Focus	Main Findings
Rizal & Chasanah (2023)	Grade VII MTs Arabic textbook published under KMA 2020	The alignment of qirā'ah content with Core Competencies	Several qirā'ah contents did not include KI-1 and KI-2 elements.

Authors, Year	Object of Study	Research Focus	Main Findings
Zahra et al. (2025)	Grade II MI Arabic textbook under KMA 2020	The suitability of kitābah content with Thu'aimah's theory of writing instruction	Two kitābah materials were found to be inconsistent with Thu'aimah's perspective.
Ramadhani et al. (2025)	Grade VI MI Arabic textbook under KMA 2020	Vocabulary (mufradāt), cultural elements, and exercises	The activities did not reflect a balanced development of listening, speaking, reading, and writing skills.
Al Maidah et al. (2026)	Grade III MI Arabic textbook under KMA 2020	The alignment of qirā'ah materials with KMA No. 183 of 2019	Linguistic variation and the gradation of reading difficulty were relatively limited.
Nazilah et al. (2023)	Grade XII MA Arabic textbook under KMA 2020	The alignment of materials with competency achievement standards in KMA No. 183 of 2019	The material presentation was considered systematic and balanced across chapters; however, several linguistic errors, such as alif-hamzah mistakes, were identified.

Based on the findings presented in Table 2, the content quality of Arabic textbooks in Indonesia demonstrates that most instructional materials have been designed in accordance with the national curriculum, particularly KMA No. 183 of 2019. This can be observed from the dominant focus of previous studies on the alignment between textbook materials, core competencies, learning outcomes, and theories of Arabic textbook development. These findings indicate a systematic effort to align Arabic textbooks with national educational standards as part of improving the quality of Arabic language instruction in Indonesia.

From the perspective of SDG 4, this condition reflects support for SDG 4.1, which emphasizes the provision of quality education through relevant and well-structured learning materials. Nevertheless, previous studies also reveal several limitations in the content quality of Arabic textbooks. Rizal & Chasanah (2023), for instance, found that certain *qirā'ah* materials did not incorporate elements of KI-1 and KI-2. This finding suggests that the instructional content still tends to focus primarily on cognitive and linguistic aspects, while the integration of spiritual and social values remains insufficient. In fact, Arabic language learning in madrasah education is expected not only to develop language proficiency but also to foster students' character and holistic personal development. Within the context of SDG 4, particularly the promotion of inclusive and meaningful education, the integration of character values constitutes an essential component of human-centered learning.

Another finding by Zahra et al. (2025) indicates that several *kitabah* materials remain inconsistent with Thu'aimah's perspective on Arabic writing instruction. This suggests that the presentation of writing skills has not fully adopted gradual, communicative, and contextual learning principles as proposed in modern Arabic language teaching theories. Such limitations may affect the development of students' productive literacy skills, especially in Arabic writing. From the perspective of SDG 4.6, this condition demonstrates that the contribution of textbooks to literacy development still requires improvement so that learners are able not only to comprehend texts but also to produce language actively and meaningfully.

Furthermore, Ramadhani et al. (2025) found that textbook activities did not reflect a balanced development of the four language skills. The dominance of certain types of exercises resulted in disproportionate development of listening, speaking, reading, and writing competencies. Similar findings were reported by Al Maidah et al. (2026), who noted that linguistic variation and the gradation of reading difficulty remained relatively limited. These limitations indicate that some Arabic textbooks still rely heavily on traditional approaches emphasizing structural mastery rather than communicative language use. In relation to SDG 4.1 and SDG 4.6, such conditions suggest that the quality of instruction and literacy enhancement has not yet been fully optimized because students have not obtained comprehensive and progressive language learning experiences ²².

Meanwhile, Nazilah et al. (2023) reported that the organization of textbook materials was systematic and balanced across chapters. This finding indicates a relatively strong quality in material organization, enabling students to follow the learning process more effectively. However, the study also identified several linguistic inaccuracies, particularly errors related to the use of *alif-hamzah*. These linguistic issues suggest that academic validation and editorial processes for Arabic textbooks still need to be

²² Rahmania Auriel Zaeni et al., "Contextual Teaching Learning Untuk Peningkatan Pembelajaran Bahasa Arab," *Jurnal Naskhi Jurnal Kajian Pendidikan Dan Bahasa Arab* 7, no. 1 (April 2025): 1–13, <https://doi.org/10.47435/naskhi.v7i1.3306>.

strengthened in order to ensure greater linguistic accuracy and adherence to Arabic language conventions.

The Pedagogical Values of Arabic Textbooks in Indonesia from the Perspective of Achieving SDG 4

A summary of previous studies concerning the pedagogical values of Arabic textbooks is presented in Table 4 below.

Table 4. Studies on Pedagogical Values in Arabic Textbooks

Authors, Year	Object of Study	Research Focus	Main Findings
Maimunah et al. (2022)	Grade I–III MI Arabic textbooks under KMA 2020	Textbook analysis based on ACTFL standards	The textbooks facilitate cooperative learning an active learning.
Allail et al. (2025)	Grade I MI Arabic textbook under KMA 2020	Praxeology	The tasks were highly dependent on teacher instructions; task design was not yet effective in developing students' independent communicative abilities.
Brilliant et al. (2025)	Al-‘Arabiyyah Lil Indunīsiyyīn	Contextual approach	The textbook systematically implemented the six major components of the contextual learning approach.
Dewi et al. (2025)	Iḍā’āt li Mu’allimī al-Lughah al-‘Arabīyah li Ghayr al-Nāṭiqīn Bihā	Integration of Arab-Islamic culture	The textbook contained a comprehensive understanding of Arab-Islamic culture, including its values, norms, and traditions.
Munasib (2023)	Grade XI MA Arabic textbook by H.D. Hidayat	Character education values	The Core Competencies (KI) and Basic Competencies (KD) presented in the textbook were aligned with the

Authors, Year	Object of Study	Research Focus	Main Findings
			character education values of the 2013 Curriculum.

Based on the findings presented in Table 3, the pedagogical values of Arabic textbooks in Indonesia indicate efforts to develop more active, contextual, and student-oriented learning processes. Maimunah et al. (2022) found that Arabic textbooks for Grades I–III of Madrasah Ibtidaiyah under the 2020 KMA curriculum facilitated *cooperative learning* and *active learning* based on ACTFL standards. This finding demonstrates that Arabic textbooks have begun to adopt modern learning paradigms that position students as active participants in the learning process.

From the perspective of SDG 4, these conditions support SDG 4.1, which emphasizes the provision of quality education through effective and participatory learning.

In addition, Brilliant et al. (2025) revealed that *Al-'Arabiyyah Lil Indunisiyyin* systematically implemented the six major components of the contextual learning approach. This finding indicates that the presentation of instructional materials has been directed toward learning experiences that connect language with students' real-life contexts. Such a contextual approach is important in language learning because it enhances the meaningfulness of learning materials and facilitates students' understanding of Arabic language use in everyday situations. Within the framework of SDG 4, the implementation of contextual learning contributes to the creation of relevant, inclusive, and competency-oriented educational processes²³.

From the perspective of value integration, Dewi et al. (2025) found that *Idā'at li Mu'allimī al-Lughah al-'Arabīyah li Ghayr al-Nāṭiqīn Bihā* incorporated a comprehensive understanding of Arab-Islamic culture, including embedded values, norms, and traditions. This finding demonstrates that textbooks function not only as media for language instruction but also as instruments for character formation and cultural understanding. This aligns with SDG 4.7, which emphasizes the role of education in promoting cultural awareness, tolerance, and respect for diversity.

Similar findings were reported by Munasib (2023), who found that the Core Competencies (KI) and Basic Competencies (KD) contained in the Grade XI MA Arabic textbook were aligned with the character education values promoted in the 2013

²³ Wildatul Muyasaroh et al., "Mastering Arabic Through the Contextual Teaching and Learning Model at Thamavitya Mulniti School Thailand," *International Journal of Arabic Language Teaching* 7, no. 01 (April 2025): 110–25, <https://doi.org/10.32332/ijalt.v7i01.10092>.

Curriculum. This indicates that Arabic textbooks have attempted to integrate character values into the language learning process. The integration of character education is essential because language learning is intended not only to develop linguistic competence but also to foster students' social attitudes, responsibility, and moral awareness. Therefore, Arabic textbooks contribute to the achievement of holistic education as emphasized in SDG 4.

Nevertheless, the findings also reveal several weaknesses in the pedagogical aspects of Arabic textbooks. Allail et al. (2025) found that textbook tasks were still highly dependent on teacher instructions and had not effectively developed students' independent communicative abilities. This finding suggests that some learning activities remain teacher-centered, thereby limiting opportunities for students' exploration and autonomous learning. From the perspective of 21st-century learning, such conditions indicate that task design in Arabic textbooks still needs improvement in order to promote creativity, interaction, and critical thinking skills among learners.

Moreover, excessive dependence on teacher guidance indicates that some textbooks have not fully supported independent learning and lifelong learning. In fact, one of the primary principles of SDG 4 is the establishment of educational systems that enable students to learn actively, independently, and continuously. If learning activities rely excessively on teacher instructions, students may encounter limitations in developing authentic communication skills and independent problem-solving abilities

²⁴.

The Cultural Relevance of Arabic Textbooks in Indonesia from the Perspective of Achieving SDG 4

A summary of previous studies concerning cultural relevance in Arabic textbooks is presented in Table 4 below.

Table 4. Studies on Cultural Relevance in Arabic Textbooks

Authors, Year	Object of Study	Research Focus	Main Findings
Dewi et al. (2025)	Idā'āt li Mu'allimī al-Lughah al-'Arabīyah li Ghayr al-Nāṭiqīn Bihā	Integration of Arab-Islamic culture	The textbook contained a comprehensive understanding of Arab-Islamic culture, including its embedded values, norms, and traditions.

²⁴ Triani Triani and Sudarmadi Putra, "Analisis Penerapan Pembelajaran Berbasis Kontekstual (Contextual Teaching and Learning) Pada Mata Pelajaran Bahasa Arab," *Nusantara: Jurnal Pendidikan Indonesia* 3, no. 3 (September 2023): 733–54, <https://doi.org/10.14421/njpi.2023.v3i3-19>.

Choiroh & Yusuf (2021)	Arabic textbook for Integrated Islamic Junior High School (2020)	The existence of Indonesian culture	Images, names of people, and places reflected the diversity of Indonesian culture, although still limited in number.
Pahlefi et al. (2025)	Grade X–XII MA Arabic textbooks under KMA 2020	Four main principles of textbook development	The textbooks fulfilled the theoretical framework for Arabic textbook design for non-Arab learners, although improvements were still needed in communicative and evaluative components.
Fikri et al. (2025)	Grade XI MA Arabic textbook under KMA 2020	Values of religious moderation	The materials represented values of religious moderation, including nationalism, tolerance, non-violence, and accommodation of local culture through textual and visual illustrations.
Rofida & Fauji (2023)	Arabiyyah Baina Yadaik	Cultural content	The textbook was highly effective in transmitting authentic Arab culture but was not sufficiently adaptive to Indonesian socio-cultural realities.

Based on the findings presented in Table 4, the cultural relevance of Arabic textbooks in Indonesia demonstrates efforts to integrate Arab-Islamic cultural values, local Indonesian culture, and values of religious moderation into instructional materials. These findings indicate that Arabic textbooks are positioned not only as media for developing linguistic competence but also as instruments for fostering students' cultural awareness and character development. From the perspective of SDG 4, particularly target 4.7, cultural integration constitutes an essential aspect of education that promotes respect for diversity, tolerance, and intercultural understanding.

Dewi et al. (2025) found that *Iḍā'at li Mu'allimī al-Lughah al-'Arabīyah li Ghayr al-Nāṭiqīn Bihā* incorporated a comprehensive understanding of Arab-Islamic culture, including the values, norms, and traditions embedded within Arab society. This finding indicates that Arabic language learning has been directed toward introducing learners to the socio-cultural context of the target language in a more authentic manner. The integration of Arab-Islamic culture into textbooks can help students understand

language use in real-life situations while simultaneously developing intercultural competence. This is consistent with the principles of SDG 4, which emphasize the importance of education in fostering global citizens who appreciate cultural diversity ²⁵.

In addition to Arab-Islamic culture, previous studies also indicate efforts to integrate local Indonesian culture into Arabic textbooks. Choiroh & Yusuf (2021) found that images, names of people, and place names in Arabic textbooks used in Integrated Islamic Junior High Schools reflected the diversity of Indonesian culture, although such representations remained limited. This finding suggests that textbook developers have begun attempting to connect Arabic learning materials with the socio-cultural context of Indonesian learners. The integration of local culture is important because it can strengthen students' emotional connection to learning materials and contribute to more contextualized learning experiences.

Nevertheless, the limited representation of local culture indicates that some textbooks remain more oriented toward Arab culture rather than fostering balanced intercultural dialogue. In modern language learning, the relationship between the target language culture and learners' local culture is an essential component in developing intercultural competence. If local cultural representation remains minimal, learners may experience difficulties relating learning materials to their everyday social realities. From the perspective of SDG 4.7, this condition demonstrates that educational development based on cultural diversity still requires further strengthening.

Pahlefi et al. (2025) found that Arabic textbooks for Grades X–XII MA under the 2020 KMA curriculum fulfilled the theoretical framework for Arabic textbook design intended for non-Arab learners. However, the study also revealed that the textbooks still required improvements in communicative and evaluative components. This finding suggests that although cultural design and material organization have been adequately developed, activities promoting intercultural communication and critical reflection remain insufficient. Within the framework of SDG 4, quality language education should not merely focus on cultural knowledge transfer but should also develop learners' abilities to interact actively with cultural diversity ²⁶.

Meanwhile, Fikri et al. (2025) demonstrated that the materials contained in Grade XI MA Arabic textbooks represented values of religious moderation, such as nationalism, tolerance, non-violence, and accommodative attitudes toward local culture. These values were reflected through both textual materials and visual illustrations. This finding indicates that Arabic textbooks play a strategic role in fostering tolerant and moderate attitudes among learners. The integration of religious moderation is highly relevant within the multicultural and pluralistic context of Indonesian education.

²⁵ Mahdi Dahmardeh and Abolfazl Mahdikhani, "Cultural Representation in English Language Textbooks: A Comparative Study of Local and International Editions," *International Journal of Language Studies* 19, no. 1 (2025): 53–76, <https://doi.org/10.5281/zenodo.14524871>.

²⁶ Elyatul Mu and Razik Insani, *Al Mi ' Yar : Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban Analysis of Multiple Intelligences in ' Arabiyah Baina Yadaik Book*, 8, no. 1 (2025): 1–10.

Consequently, Arabic textbooks function not only as language learning media but also as instruments for strengthening social harmony and character education ²⁷.

Furthermore, the study conducted by Rofida & Fauji (2023) on *Arabiyyah Baina Yadaik* revealed that the textbook was highly effective in transmitting authentic Arab culture but was insufficiently adaptive to Indonesian socio-cultural realities. This finding indicates that cultural representation in Arabic textbooks remains predominantly oriented toward the target language culture without adequately balancing learners' local contexts. In foreign language learning, such conditions may create cultural distance, causing learners difficulties in connecting instructional materials with their everyday social experiences ²⁸.

Therefore, the integration of local culture is essential to ensure that Arabic language learning does not merely function as cultural transmission but also promotes more contextual and inclusive intercultural dialogue. From the perspective of SDG 4.7, these findings emphasize that the development of Arabic textbooks should be directed toward strengthening intercultural competence that not only introduces Arab-Islamic culture but also appreciates local cultural diversity as part of education for sustainable development ²⁹.

The synthesis of the reviewed studies suggests that cultural relevance should not be interpreted merely as the inclusion of Arab-Islamic cultural content or isolated representations of local culture. Instead, cultural relevance emerges as a dynamic interaction between target-language culture, learners' local culture, and intercultural competence. This finding extends previous textbook evaluation frameworks, which have primarily emphasized linguistic accuracy and curriculum alignment, by demonstrating that cultural dimensions are equally essential for achieving meaningful language learning outcomes.

From the perspective of SDG 4.7, Arabic textbooks should therefore be designed not only to transmit cultural knowledge but also to facilitate intercultural dialogue, respect for diversity, and learners' ability to negotiate cultural meanings within different social contexts. Such an orientation reflects UNESCO's conception of quality education, which places intercultural understanding and global citizenship alongside literacy and academic achievement. Consequently, the effectiveness of Arabic textbooks should be evaluated not only through linguistic and pedagogical indicators but also through their capacity to cultivate intercultural awareness and appreciation of cultural diversity.

Based on the synthesis of the reviewed literature, this study proposes a conceptual framework for evaluating Arabic textbooks from the SDG 4 perspective. The framework consists of three interconnected dimensions. First, content quality ensures

²⁷ Nurhamsi Deswila et al., *Cultural Contents in the Eli Textbook Prepared By The*, 6, no. 1 (2021): 222–41.

²⁸ Michael Byram, *Teaching and Assessing Intercultural Communicative Competence: Revisited* (Multilingual Matters, 2020).

²⁹ UNESCO, *Education for Sustainable Development: A Roadmap* (UNESCO, 2020), <https://doi.org/10.54675/YFRE1448>.

curriculum alignment, linguistic accuracy, balanced language skills, and literacy development, corresponding primarily to SDG Targets 4.1 and 4.6. Second, pedagogical value emphasizes active learning, communicative competence, learner-centered instruction, and character development, supporting the realization of inclusive and equitable quality education under SDG 4.1. Third, cultural relevance integrates Arab-Islamic culture, Indonesian local culture, religious moderation, and intercultural competence, thereby contributing to SDG 4.7. Rather than functioning as independent criteria, these three dimensions interact to create Arabic textbooks that simultaneously support linguistic proficiency, meaningful learning experiences, and sustainable educational values.

Accordingly, the contribution of this study lies not only in synthesizing previous evaluations of Arabic textbooks but also in proposing an SDG-oriented evaluation framework that integrates content quality, pedagogical value, and cultural relevance into a unified analytical perspective. This framework may serve as a reference for curriculum developers, textbook authors, and policymakers in designing Arabic learning materials that better support quality education and sustainable development.

Overall, the synthesis of findings indicates that the cultural relevance of Arabic textbooks in Indonesia has partially supported the achievement of SDG 4, particularly target 4.7 concerning education for sustainable development, tolerance, and respect for cultural diversity. The inclusion of Arab-Islamic culture, Indonesian local culture, and values of religious moderation reflects efforts to develop more contextual and inclusive Arabic language learning. Nevertheless, the limited representation of local culture and the insufficient development of intercultural communicative aspects indicate that Arabic textbooks still require further innovation and improvement.

Conclusion

The findings of this study indicate that the quality of Arabic textbooks in Indonesia has experienced considerable development, particularly in terms of alignment with the national curriculum and the adoption of more contextualized learning approaches. From the content dimension, most textbooks provide materials that correspond to learning outcomes and basic competencies. Nevertheless, an imbalance remains in the development of the four language skills (*mahārah*), with *qirā'ah* and *mufradāt* receiving greater emphasis than *kalām* and *kitābah*. Furthermore, several textbooks continue to exhibit limitations in promoting productive literacy, linguistic variation, and linguistic accuracy.

From the pedagogical perspective, Arabic textbooks have gradually adopted more active learning approaches through the implementation of active learning, cooperative learning, and contextual learning strategies. The integration of character education and cultural values demonstrates that textbooks function not only as media for language acquisition but also as instruments for learners' character development. However, many learning activities remain mechanistic and highly dependent on teacher guidance, thereby limiting opportunities for independent communication, creativity, critical thinking, and learner-centered instruction.

Regarding cultural relevance, Arabic textbooks have incorporated elements of Arab-Islamic culture while gradually integrating Indonesian local culture and values of religious moderation. These findings reflect efforts to develop more inclusive and contextualized Arabic language learning. However, the representation of local culture and the development of intercultural competence remain relatively limited, indicating that the interaction between the target language culture and learners' sociocultural backgrounds has not yet been fully optimized.

From the perspective of SDG 4, the findings demonstrate that Arabic textbooks in Indonesia have contributed to the achievement of quality education by providing curriculum-aligned learning materials, strengthening literacy, supporting character education, and fostering cultural awareness. Specifically, curriculum alignment supports SDG Target 4.1, literacy-oriented learning activities contribute to SDG Target 4.6, while the integration of cultural values and religious moderation promotes the objectives of SDG Target 4.7. Nevertheless, these contributions remain partial because not all dimensions of textbook quality have fully supported communicative, inclusive, and competency-based learning required for twenty-first-century education.

The principal theoretical contribution of this study is the development of an SDG 4-oriented analytical framework for evaluating Arabic textbooks. Unlike previous studies, which predominantly examined textbook quality through isolated dimensions such as content, pedagogy, or cultural representation, this study integrates these dimensions into a comprehensive evaluation framework explicitly linked to the targets of SDG 4. This framework advances existing approaches by demonstrating that the quality of Arabic textbooks should be assessed not only through curriculum compliance and linguistic accuracy but also through their contribution to literacy development, learner-centered pedagogy, intercultural competence, and sustainable education. Consequently, the framework provides a more holistic perspective for evaluating and developing Arabic textbooks within contemporary educational contexts.

Practically, the findings offer important implications for curriculum developers, textbook authors, educators, and policymakers. Future Arabic textbooks should be designed to promote balanced development of the four *mahārah*, strengthen productive literacy, encourage communicative and student-centered learning, and integrate local culture alongside Arab-Islamic values in order to enhance intercultural competence. Such improvements are expected to enable Arabic textbooks to contribute not only to learners' linguistic proficiency but also to the development of critical, tolerant, and globally competent citizens in line with the objectives of SDG 4 and lifelong learning.

Future research should focus on empirically validating the proposed analytical framework through classroom implementation, textbook effectiveness studies, and investigations of teachers' and students' perceptions across different educational levels. Comparative studies involving Arabic textbooks from other countries are also recommended to examine the applicability of the framework across diverse educational and sociocultural contexts and to support the development of internationally benchmarked Arabic language teaching materials.

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